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ABSTRACT

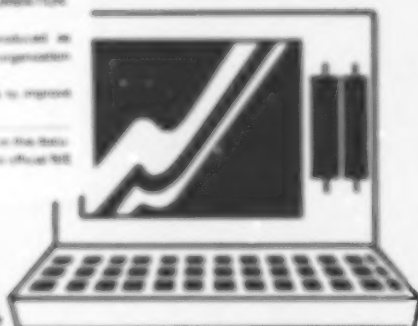
This document provides assistance to teachers who will present computer literacy courses established by the State Board of Education and required of all seventh and eight grade Texas students, beginning September 1, 1985, and to other educators responsible for teacher training. Designed to guide the teachers' training program, define the necessary skills, and specify the extent to which those competencies must be mastered, it is also a study guide for preparing to pass the test required by the Texas Education Agency for prospective computer literacy teachers. For each competency area, purposes, objectives, and sample questions are included. Following recommendations for teacher training, competencies are listed for the following areas: computer-related terminology and use, history and development of computers, use of the computer as a tool, communicating instructions to the computer, problems and issues of computer use in society, and methodology for teaching computer literacy. An appendix lists 13 publications for additional reading. (LHM)

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Computer Literacy: Teacher Competencies

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Grace Grimes

Deputy Commissioner for Professional Development and Support

Marvin Veselka

Associate Commissioner for Professional Support

OFFICE OF INSTRUCTIONAL COMPUTING

Sandra Pratscher, Program Director

Keith Mitchell, Educational Specialist

Sally Wiedemann, Educational Specialist

Ernestine Ramirez, Superintendency Fellow

Foreword

Texas students live in a world which requires at least a basic understanding of information technology. Most of them will acquire that understanding, along with the necessary skills to use it effectively, in the public schools.

This document provides the necessary guidance to the teachers who will present the new Computer Literacy courses and to other educators responsible for their training.

Raymon L. Bynum
Commissioner of Education

Introduction

The State Board of Education has established a set of essential elements for the new Computer Literacy course which will be required of all seventh or eighth grade students beginning September 1, 1985 (19 TAC 75.142 b8).

The success of this course will depend on the qualifications of the teachers, many of whom will come to the field with relatively few computer-related skills. Yet it is these skills, along with the breadth of understanding necessary to present them effectively, the teachers must learn. The material presented here is designed to guide their training program, define the necessary skills, and specify the extent to which those competencies must be mastered.

This publication will also serve as a study guide for all prospective Computer Literacy teachers preparing to pass the Texas Education Agency test necessary to verify their skills. Many of these skills will require intensive experience with computers, along with classroom training.

The competencies highlighted in this guide closely parallel the Computer Literacy curriculum "essential elements" defined for students. However, teacher competencies are not limited to those outlined for students, although the teachers certainly should acquire those skills. A section on teaching methodology is also presented. Sample questions designed to clarify the extent to which each competency should be mastered by the teacher are listed with each section.

Skills associated with computers and the rapidly changing field of information technology will continue to evolve in the coming years. This publication, therefore, is not a static document. Rather, it is a beginning set of competencies which form the basis for a new content area.

Future changes will be incorporated into the training program and the curriculum as rapidly as possible.

Training Recommendations

The type and amount of training needed by teachers of Computer Literacy will vary with teacher expertise and computer experience. Regional education service centers and many local schools will be offering five-day inservice training sessions to help teachers gain the computing skills and background knowledge required. It is recommended that these five days consist of two days for programming, two days for learning applications software, and one day for covering computer history, terminology, and societal impact.

Although training may vary, based on local needs, suggested formats for these sessions include:

BASIC Programming (two days). This training should focus on syntax and structured programming technique using the BASIC language. Instruction in problem solving methods should be included, as well as experience with simple programming problems.

Using Applications software (two days). Teachers should have experiences with the use of a simple word processor, a data filing system, and an electronic spread sheet. Where possible, ideas for classroom activities should be included. For example, a word processing system could be used to develop a class newspaper, a school lunch menu, or Valentine love letters. A data filing system could be used to maintain a class birthday list or a check-out system for class materials.

Computer Terminology, History, and Social Impacts (one day). This topic can be covered using group discussion and audiovisual materials. The focus should be on understanding concepts and perspectives, as opposed to the acquisition of unrelated facts.

Most teachers should also plan for personal study using suggested resource materials and some additional "hands-on" time to practice programming and applications software.

Teachers may wish to take a computing course at a university or college. Many such courses, which cover the competencies listed in this document are now being offered for teachers. Where such courses are not currently offered, colleges and universities are encouraged to use this publication to guide the content of computer literacy courses for educators.



COMPUTER LITERACY: TEACHER COMPETENCIES

Computer related terminology and use

To prepare students to use and understand computer-related terminology and to introduce students to the variety of computer uses in the society, teachers should:

Identify and describe computer terms associated with computer programming and languages.

These should include, for example, BASIC, Pascal, Fortran, debug, cursor, algorithm, top down design, and iteration.

Identify and describe terms associated with computer hardware and peripherals.

These should include, for example, input, output, keyboard, monitor, CRT, modem, chip, integrated circuit, RAM, ROM, and VLSI.

Identify and describe terms related to computer applications and operating systems.

These should include, for example, simulation, modeling, processing, word processing, software, backup, disk operating system (DOS), and electronic spreadsheet.

Identify and describe terms associated with computer measurement and data transmittal.

These should include, for example, bit, byte, nanosecond, picosecond, off-line, on-line, networking, on-line database, electronic mail, data, text, and memory.

Classify types of computers, and describe some of the characteristics of each.

Teachers should know the difference between main-frame computers, minicomputers, and microcomputers, and should be able to describe common uses of each.

Understand the uses and limitations of computers.

Teachers should know that computers are useful tools for tasks which require repetition, speed, or which deal with the manipulation of large data sets. Teachers should also know that computers are not necessarily appropriate tools for some activities which require high order cognition or interpretation.

List the attributes of computers which make them appropriate tools in a variety of applications.

Speed, accuracy, and the ability to do sorting, searching, and other kinds of data manipulation are among the attributes which make computers effective modern-day tools.

List the uses of computers in several situations.

Computers are powerful tools in business, industry, homes, education, transportation, and a host of other areas. Teachers should be familiar with some of these applications.

Sample Questions:

Which of the following is NOT a common high-level programming language?

- a. BASIC
- b. COBOL
- c. FORTRAN
- d. Pascal
- e. Assembly language

The Central Processing Unit (CPU) is composed of

- *a. a control unit and arithmetic/logic unit
- b. input and output units
- c. bubble memory
- d. floppy disks

Mainframe computers are those which

- a. have one user at a time
- b. are often used in homes
- c. cost about \$6000
- *d. generally have several terminals

Microcomputers are often used for

- a. home applications
- b. education
- c. processing personnel records in large businesses
- *d. a and b

Which of the following is NOT an input device?

- a. Graphics tablet
- b. Floppy disk
- c. Keyboard
- d. Card reader
- *e. Line printer

Computers are well-suited for tasks which

- a. require speed
- b. involve repetition
- c. require computational accuracy
- d. involve manipulation of large data sets
- *e. all of the above

Computers can be used in which of the following?

- a. Medicine
- b. Education
- c. Transportation
- d. Law
- *e. All of the above



History and development of computers

To acquaint students with the evolution of modern-day computing devices, and to prepare them to live in a rapidly changing and technical society, teachers should:

Identify and describe important pre-computer aids to calculation, such as counting with fingers, pebbles and stones, base 10 numeration system, and counting with the abacus.

Identify four generations of computers, and list the distinguishing characteristics of each.

Identify major landmarks in the development of computing devices, and describe the impact of those developments on modern technology.

Identify current state-of-the-art capabilities and some future trends.

NOTE: This set of competencies for the teacher of Computer Literacy is included only to acquaint him/her with an historical perspective of computing. It is not necessary for the teacher of computing to learn, through rote memorization, a large set of facts, dates, and places associated with the history of computing.

Sample Questions

Who was the French mathematician who invented the first practical calculating machine, and for whom a popular high-level programming language is named?

- a. George Riemann
- b. Pythagoras
- c. Blaise Pascal
- d. Rene Descarte

The distinguishing characteristic of third-generation computers was the use of

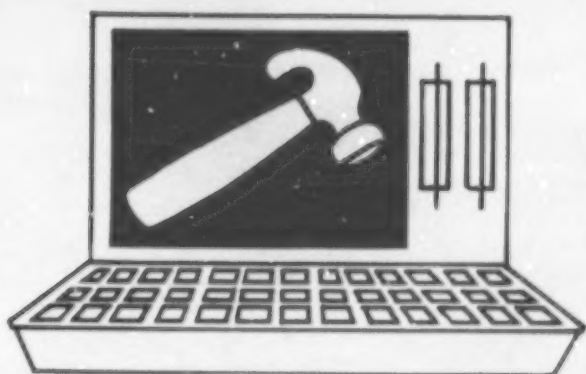
- a. vacuum tubes
- b. integrated circuits
- c. transistors
- d. VLSI circuits
- e. the BASIC programming language

The person who is generally credited as being the "first programmer" was

- a. Charles Babbage
- b. John Mauchly
- c. Herman Hollerith
- d. Ada Lovelace

Modern computers are generally characterized by

- a. large storage capacity
- b. LSI and VLSI circuitry
- c. increased speed
- d. all of the above



Use of the computer as a tool

To prepare students to use computers as tools in a variety of contexts, and to equip students with skills associated with that use, teachers should:

Have experience in loading software from an external storage medium, i.e., disk drive.

Have experience in using applications software, such as word processing, data filing systems, and spread sheets.

Other applications software, such as graphics systems, sound synthesis systems, or simulations, would also be appropriate for teachers to use.

Identify which applications software is appropriate for a given task.

Identify critical considerations in determining which software is most appropriate for given applications.

Review, evaluate, and select various kinds of software which could be used in the Computer Literacy course.

NOTE: Many of the competencies listed under this section require hands-on experience with applications software. For that reason, most of those competencies will be difficult to measure. It must be noted, however, that

skills associated with the use of the computer as a tool are critically important skills, and should be taught as a part of the Computer Literacy course.

Sample Questions:

Which of the following is NOT considered an application software program?

- a. Word processing
- b. Data-base system
- c. DOS
- d. Electronic spread sheet

The best software system for developing form letters is a

- a. data base
- b. spread sheet
- c. word processor
- d. graphics utility

To keep records of names, addresses, and phone numbers of clients, a business person would most likely use:

- a. graphics utility
- b. electronic spread sheet
- c. data-filing system
- d. accounting system

In determining which software is most appropriate for a given application, which of the following is an important factor?

- a. The kind of data to be stored or manipulated.
- b. The way in which the data is to be retrieved.
- c. The ease with which the software can be used.
- d. All of the above

When using a data-filing system to input information,

- a. the format of the data is unimportant
- b. the format of the fields and the screen is unimportant
- c. inputting "one" is the same as inputting "1"
- d. data should be input in a consistent manner.



Communicating Instructions to the Computer

To enhance students' problem solving skills, to give students a sense of controlling the computer, and to encourage the development of reasonably structured programs, teachers should:

Identify steps involved in solving a problem on a computer.

Identify steps in a top down design process and apply those steps in solving a programming problem.

Illustrate a sample problem solution using standard flowchart symbols.

Identify and use the steps in a program development cycle.

The standard steps used are: Understand the problem, develop a flowchart or step-wise refinement solution, write the instructions in coded form, test the program and modify it to work properly, and prepare written documentation.

Identify the valid forms for constants, variables, and operation symbols used in standard BASIC.

Differentiate between numeric and string variables in BASIC.

Differentiate between commands and statements in BASIC.

Identify and use variable assignment (LET, INPUT, DATA/READ).

Identify and use various formats for output in BASIC.

Distinguish between conditional and unconditional branching in BASIC and use each in a simple BASIC program.

Identify and properly use FOR/NEXT loops in BASIC.

Identify and properly use subroutines in BASIC.

Identify and use correct syntax for the display of simple graphics in BASIC.

Correctly predict the output of a given program sequence in BASIC.

Identify and correct program errors in BASIC.

NOTE: Though teachers of Computer Literacy must be able to teach BASIC programming, it is not expected that they be proficient programmers. In other words, these teachers should know standard BASIC syntax and should be able to apply that syntax to a simple problem situation.

Sample Questions:

The success of using a computer to solve a problem depends upon how well the programmer has done the following:

- a. Analyzed the problem
- b. Represented the problem solution as a set of computer instructions
- c. Executed the program on a computer
- d. Made corrections in the program so that it generates expected or reasonable output
- e. All of the above

A computer program

- a. is always written in assembly language
- b. is written prior to the development of a flowchart
- *c. is a sequence of instructions which directs the computer in solving a particular problem
- d. can be written to solve any problem

*Correct answer

The diamond shaped box in a flow chart is used to indicate

- a. input of data
- b. operation
- c. output
- *d. decision

In BASIC, which of the following is an example of a valid numeric constant?

- a. \$4
- b. 60%
- *c. -78
- d. 4,000

Letters, words, or special characters are stored using

- a. sequential variables
- b. numeric variables
- *c. string variables
- d. random variables

Variable assignment in BASIC is accomplished by using which keyword(s)?

- a. GOTO
- b. LET
- c. PRINT
- d. INPUT
- e. REM
- f. a and b
- *g. b and d

A PRINT statement in BASIC is used for

- a. recycling data
- b. input
- *c. output
- d. program control
- e. iteration

The conditional branch in BASIC is achieved by using

- a. GOTO
- b. DATA/READ
- c. IF/THEN
- d. LET

In the following BASIC program, the final value of X is

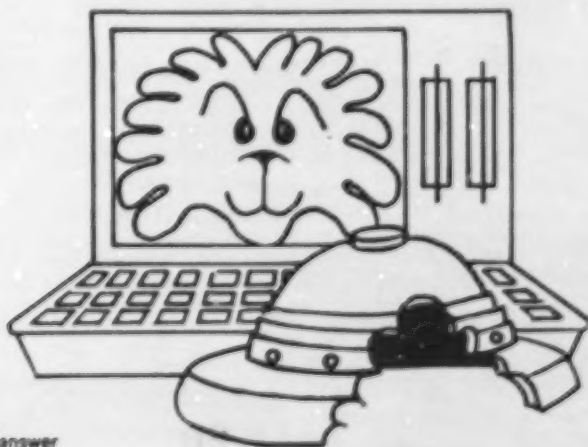
```
10 LET X = 10
20 LET X = X + 1
30 IF X < 20 THEN 20
40 PRINT X
50 END
```

- a. 10
- b. 21
- c. 20
- d. 1

What would be the output of this program?

```
10 FOR X = 1 to 21 STEP 2
20 PRINT I
30 NEXT I
40 END
```

- a. Even numbers from 2 to 20, inclusive
- b. Odd numbers from 1 to 21, inclusive
- c. Whole numbers from 1 to 21, inclusive
- d. None of the above



*Correct answer

What would be printed as a result of the following program execution?

```
10 FOR N = 1 TO 2
20 READ X,Y :REM assign values to X and Y
30 GOSUB 60 :REM print N, and X + Y
40 NEXT N
50 STOP
60 REM=====
70 REM Subroutine to print output
80 PRINT N; Y + X
90 RETURN :REM return to line 40
100 REM=====
110 DATA 2, 4, 6, 8
120 END
```

- *a. 1 6
2 14
- b. 2 4
6 8
- c. 1 4
2 8
- d. 2 6
4 8

Correct answer

20



Problems and issues of computer use in the society

To teach students about the variety of positive and negative societal influences that computer technology may have on people, and to help prepare students to function in a highly technical and rapidly changing society, teachers should:

Describe the impacts that technical developments have on various career options.

Identify the impact of automation on the job market.

Discuss some of the positive and negative consequences of computer use in today's society.

Identify the importance of ethics in accessing and manipulating automated information.

Discuss irresponsible behaviors that may be associated with computer technology, such as computer crimes, violation of copyright laws, and unauthorized use of information.

Sample Questions:

What is the system needed for a "cashless" and "checkless" society?

- a. Individual bank accounts for all citizens
- b. Universal product code
- c. Worldwide currency system
- d. Electronic fund transfer

Correct answer

A major problem caused by a cashless society is

- a. disposal of existing paper money
- *b. fraud
- c. use of large amounts of electrical power
- d. speed of transactions

Automation

- a. always displaces workers
- *b. is a substitute as well as a supplement for human labor
- c. always creates more jobs than it destroys
- d. never poses a threat to workers and their jobs

Copying software by duplicating a commercial diskette

- a. is always illegal
- b. is legal, if you can "break" the protection code
- *c. should only be done if the author/publisher has given permission for duplication

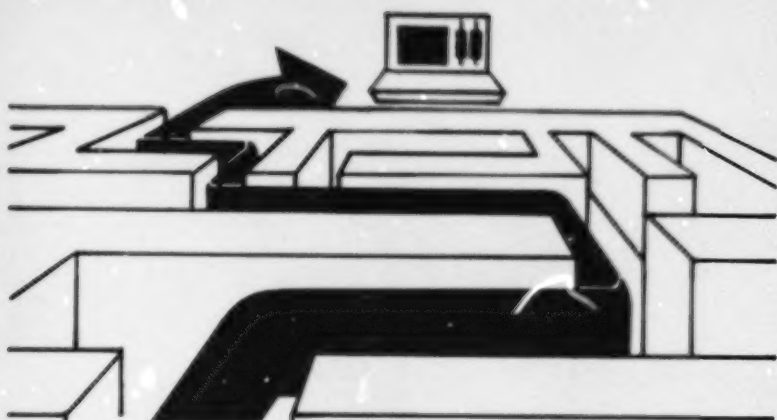
The simulation of human thought processes by computers is the study of

- a. synthetic reasoning
- *b. artificial intelligence
- c. abstract idealizing
- d. concrete cognition

When students illegally "visit" a data base,

- a. They run the risk of facing criminal charges.
- b. They could modify the contents of those data bases.
- c. Legal authorities will not prosecute, if the students are minors
- d. There is no harm done, since such "visits" are only done as a game
- *e. both a and b





Methodology: Teaching Computer Literacy

To insure that each student acquires the knowledge and skills associated with computer literacy, teachers should:

Identify, review, and evaluate instructional materials appropriate for the teaching of computer literacy concepts.

Identify techniques for managing student learning in a computer-based environment.

Use mastery learning strategies for the teaching of computer literacy.

The basic strategies for mastery teaching are: diagnose, teach, evaluate, re-teach or enrich. This process is appropriate for teaching computing concepts since these concepts are developmental and follow a continuum of skills.

Recognize and accurately interpret student programming errors, and identify whether those errors are related to syntax, logic or technique.

Differentiate between teaching the syntax of a language and the teaching of problem solving techniques in the implementation of that language.

Identify a variety of teaching strategies for teaching problem solving to students with varying learning styles.

Identify and evaluate adaptive materials (including hardware, software, and other materials) which may be appropriate in teaching computer literacy concepts to special populations of students.

Sample Questions:

The following program is intended to generate the sum of the integers from 1 to 5 inclusive. It contains an error.

```
10 S = 1
20 FOR X = 1 TO 5
30 S = S + X
40 NEXT X
50 PRINT S
60 END
```

Is the error

- a. misuse of the FOR/NEXT statements
- b. misuse of a counter
- *c. incorrect initialization of a variable
- d. syntax error

The following program sequence contains an error.

```
10 PRINT "Countdown..."
20 GOSUB 40
30 REM.....
40 FOR I = 10 to 1 STEP -1
50 PRINT I
60 NEXT I
70 RETURN
```

Which of the following changes would be appropriate?

- *a. add: 25 STOP
- b. Delete line 70
- c. Change line 40 : 40 FOR I = 1 to 10

To teach programming,

- a. Teachers should concentrate on teaching syntax and let students learn problem solving by discovery.
- b. Teachers should concentrate on teaching problem solving technique and let students learn syntax on their own.
- *c. Teachers should teach both the syntax of a language and problem solving techniques.
- d. The applications should be related to mathematics.

In managing a school computer laboratory, teachers should

- a. maintain archival copies of software
- b. insure that students know how to handle diskettes properly
- c. schedule student access time equitably
- ☒ d. all of the above
- e. none of the above

Modular or structured programming techniques are important to teach because

- a. structured programs are readable
- b. structured programs are easily modified
- c. structured programs promote good problem solving techniques
- ☒ d. all of the above
- e. none of the above

Appendix

Additional Reading:

Introduction to Computers, by Donald Spencer; Charles E. Merrill Publishing Company, 1983.

Computer Literacy: A Hands-on Approach, by A. Luehrmann and H. Peckham; McGraw-Hill, 1982.

Computer Literacy Through Applications, by Dr. Barbara Kurshan, Mr. Alan November, and Ms. Jane Stone, Houghton Mifflin, 1985.

Computeronics, Leon County Schools, Tallahassee, Florida, 1978.

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Computer Literacy: Problem-Solving with Computers, by Carin E. Horn and James L. Poirot; Sterling Swift, 1981.

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My Students Use Computers (Learning Activities for Computer Literacy), by Beverly Hunter; Reston Publishing Company, Inc., 1983.

Scholastic Computing, by Jack L. Roberts; Scholastic, Inc., 1984.

The Mind Tool Computers and Their Impact on Society, by Neill Graham; West Publishing, 1983.

Understanding Computers, by Grace Murray Hopper and Steven L. Mandell; West Publishing, 1984.

Using BASIC, by Rich Didday and Rex Page; West Publishing, 1984.

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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